Course Syllabus

Jump to Today

Topics in Cultural Anth: **Applied Anthropology**

ANT 429 Spring 2022

MW 11:00 a.m. - 12:15 p.m. (3 credit hours)

Instructor: Dr. Allison Formanack

Office Hours (via appointment): BOOKINGS LINK (https://outlook.office365.com/owa/calendar/SchoolofSocialScienceandGlobalStudies1@SMTTT.onmicrosoft.com/bookings/)

Office: 406 LAB (Liberal Arts Building), Hattiesburg Campus

Office Phone: (601) 622-4350

Email: Allison.Formanack@usm.edu (mailto:Allison.Formanack@usm.edu) (mailto:Allison.Formanack@usm.edu)

Course Overview

Are you more of a “doer” than a “thinker?” Have you ever wanted to put theory into practice? Is collaborative learning and teamwork important to you? Do you want to make a difference? This course introduces students to applied anthropology as the fifth subfield of anthropology, one of the fastest-growing areas of the profession that includes public, activist, and community-based research. Students in this course won’t just learn what applied anthropology is, but also what it’s like to apply anthropological theories and methods for themselves, and in partnership with a local community agency.

Who should take this course?

- ANT majors and minors (DEG 01: ANT elective)
- Undergraduate students in social sciences, public health, non-profit and social services, and applied humanities.

Course Objectives

In this course, students will:

1. Be introduced to applied anthropology as the fifth anthropological subdiscipline;
2. Understand and apply narrative theory in real-world contexts;
3. Design, pilot, and revise a semi-structured ethnographic interview tool;
4. Create a professional portfolio, including resume, curriculum vitae, cover letter, and social media profile;
5. Practice ethnographic field methods, participant observation, and reflexive writing; and
6. Complete a minimum of 15 hours of community service-learning.

Course Requirements

Course Workload Statement

You should expect to invest a significant amount of time each week for this course, approximately 6-8 hours each week. Most of your coursework is contingent on your engaged participation in class and active contributions to our collective ethnographic interview

design. Your classmates, as well as our organizational partner, are depending on you to complete your assignments in a timely and professional manner, and to communicate effectively with the instructor and peers. Although this course emphasizes practice over theory, you are also responsible for completing any assigned readings or assignments on time.

That said, I recognize that you have busy lives outside of this course, including (but not limited to) other courses, honors or graduate theses, work and family obligations, as well as the mental and physical stress that comes with living through a historic global crisis. **Weekly reading assignments and/or assignment due dates are flexible only at the instructor's discretion. Any changes to the course syllabus will be announced via "Announcements" on Canvas.**

In addition to communicating your personal needs with myself, you should work with your advisor to determine the appropriate number of credit hours to take each term, as well as strategize appropriate time management and self-care techniques. More resources for academic support can be found at **https://www.usm.edu/success (https://www.usm.edu/success)** .

(Language adapted from: **https://www.usm.edu/faculty-development/syllabi-guidelines.php (https://www.usm.edu/faculty-development/syllabi-guidelines.php)**)

Class Meetings

The format of each class meeting will vary depending on project development and timelines, assigned readings or deliverables, or guest presentations. Be sure to review the course **Syllabus** and weekly **Modules** via Canvas so that you are prepared for each class meeting.

Lecture Presentations

I will present a brief (20-30 minutes) overview or summary on a theme related to applied anthropology, research design or ethics, or similar topics related to the course. You should take notes during these presentations, as the supplementary materials provided can be directly applied to our collaborative ethnographic interview tool, your career portfolio, or other course assignments.

Workshops

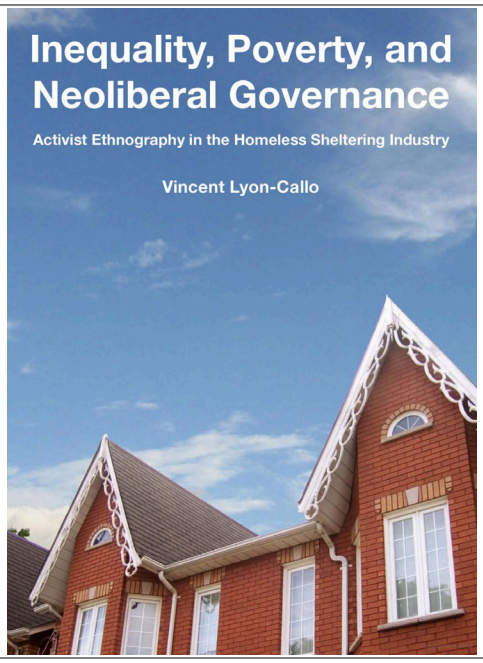
These **interactive sessions** require your active engagement and participation, as I guide you through a practical demonstration of an applied method, skill, or research technique.

Guided Discussions

A seminar-style discussion focused on the assigned readings for that class will be led by one of the graduate students. As participants, you are expected to have **completed the assigned readings before class** and be an active and engaged participant in the discussion. Discussion questions will be emailed to all students before class, and you should be prepared to respond thoughtfully to each question as well as your classmates' comments.

Readings

Required Text

	Lyon-Callo, Vincent. 2008 (2nd edition). Inequality, Poverty, and Neoliberal Governance: Activist Ethnography in the Homeless Sheltering Industry. Toronto, Ontario: University of Toronto Press, ISBN: 978-1-44260-086-7 Additional readings available on the course Canvas.

You are expected to complete the assigned readings **before class**. There are different ways to approach the readings, and I encourage you to use whatever method best suits your learning style. That said, I **strongly recommend** that you actively engage with the text as you read. Whether underlining words, highlighting passages, or jotting down questions and notes in the margins or on a notepad, the vast majority of you will find that active reading is much more effective than passively skimming the text.

You need to have Adobe Acrobat Reader DC installed in order to download and read required pdf files: here is a link to download a FREE version of this software, **https://get.adobe.com/reader/ (https://get.adobe.com/reader/)** .

If your version of Adobe does not allow you to highlight, underline, or comment on .pdf files, I recommend downloading one of the following **free software programs** that include these options. (Note: You can also choose to download and print the readings if that is the best option for you.)

- Foxit Software, **https://www.foxitsoftware.com/ (https://www.foxitsoftware.com/)**
- PDF-XChange Editor, **https://www.tracker-software.com/product/pdf-xchange-editor (https://www.tracker-software.com/product/pdf-xchange-editor)**

You can expect to spend **at least an hour** for each chapter or article assigned, however this may vary from person to person.

Service-Learning Requirement

In cooperation with our community agency partner, Edwards Street Fellowship Center, you will be required to complete at least 15 hours of community service-learning over the course of the semester as a real-world application of ethnographic methods and participant observation. You are responsible for scheduling your service-learning experience with the instructor and our agency partner and completing this requirement in a timely manner. **No substitutions for this requirement will be accepted (unless due to documented personal emergency and/or longterm illness).**

Assignments

All graded assignments can be accessed via the course Canvas on either the **Assignments** page or (when applicable) weekly **Modules**.

Engagement (25%)

Participation

The success of our collaborative ethnographic interview tool depends on your individual contributions and enthusiasm. This course is less like a traditional college class, and more like a professional work environment. **Participation** (10 points) will be assessed at the end of the semester using a letter-based grading system. Your participation score will be a cumulative reflection of your engagement throughout the semester, including class preparedness, individual contributions, attitude and resilience.

Attendance

Attendance (10 points) is also factored into your engagement grade. Similar to how you can't just *skip* work, you are expected to attend each class meeting and your scheduled community service-learning hours. I will take attendance at the start of class, which will then be recorded via Canvas; if you come in late, it is **your responsibility** to check in with me so that you are counted as present. If you know ahead of time that you will miss class, it is likewise **your responsibility** to let me know via email or Canvas message to make arrangements for any content that you will miss. Likewise, it is **your responsibility** to communicate with the instructor and our community partner if you are unable to make your scheduled community service-learning hours; failure to give notice for missed community service-learning may result in your being "fired" from this requirement and receiving an automatic grade of "0" for attendance. *(Note: the "Community Service-Learning" assignment is meant for tracking hours and does not count towards your final grade.)*

Excused Absences

Excused absences include illness, family emergency, school-related activities, court summons, and etc. If you know that you will be missing class, please email me as soon as possible so that any missed work or assignments can be made up. **You are allowed any number of excused absences, however all excused absences must be documented unless related to religious observances or short-term** (i.e. less than one week) **personal or family emergencies.**

Unexcused Absences

Unexcused absences include oversleeping, forgetting that you had class, vacations, sports events, and etc. If you have a job, you should let your employer know what your class schedule is so that you are not scheduled to work when you have class. **Work conflicts, including job interviews or pick-up shifts, will count as unexcused absences.** For each unexcused class absence, your attendance grade will be reduced by 2 points; if you miss 6 (or more) class meetings, you will receive a "0" for your attendance grade.

If you are unsure whether an absence will be excused or not, the best thing you can do is email me ahead of time and ask. I'll do whatever I can to make sure that you're not missing any critical content or assignments, and I'm happy to brainstorm time management plans or weekly schedules with you if needed.

Special Health Protocol (attendance addendum)

The course **attendance policy** is intended to be flexible and adaptive to individual circumstances while encouraging active participation in class.

If you are feeling unwell and/or have been exposed to COVID-19, do not come to class or report to your community service-learning under any circumstances. Any student found to have violated this policy will be reported to USM and the Dean of Students.

Any absence due to illness or quarantine will be counted as **excused** as long as it is reported as soon as possible to the instructor. In other words, if you know that you cannot come to class, please email me (**Allison.Formanack@usm.edu (mailto:Allison.Formanack@usm.edu)**) to let me know. **The instructor reserves the right to mark illness-related absences as "unexcused" if notified more than a week after the absence.**

If you are not able to join us in-person, you will be emailed a link to a recorded video of that day's material, however these links will only be provided to students who have contacted me regarding their absence. **Communication is key; when it doubt, send a message!**

Professional Portfolio (15%)

In conjunction with your group projects, you will be creating or revising a series of **professional documents** (and related) oriented toward your longterm career aspirations. Specific information for each professionalization assignment will be available on the corresponding assignment description.

Reflection Journal (25%)

What ethnographers do, to paraphrase Clifford Geertz, is *write.* Whether field- or scratch notes, journaling, or free writing, a personal **blog** represents a distinctive genre quite unlike more traditional (and rigid) academic prose. As such, **blogging** can be quite generative and freeing, allowing for more introspection and reflection than other modes of scholarly writing. Thus, to support the ethnographic (and service-learning) objectives of this course, you will maintain a **reflection journal** throughout the semester and **blog** in response to given prompts on selected weekly Modules.

For this course, you will create your own individual blog (via Google Docs) and submit **ten (10) reflection journals**. While each blog post is different, a common rubric will be used to evaluate each entry. Although your blog posts will be graded, these writing exercises are intended to be **informal, reflexive, and thoughtful**. Here, you are encouraged to experiment with core course terms and concepts, and to write freely and honestly.

Ethnographic Interview (35%)

In partnership with the Edwards Street Fellowship Center (**https://edwardsstreetfellowship.org/index.html (https://edwardsstreetfellowship.org/index.html)**), we are tasked with designing and piloting an **ethnographic interview** tool modeled on the popular *Humans of New York* series. This **collaborative class project** brings together theoretical and practical perspectives from applied cultural anthropology and narrative theory, and will teach you applicable and transferable skills including: *ethnographic field methods, participant observation, qualitative and quantitative methods, interview design, transcription and discourse analysis.*

The collaborative **ethnographic interview** project consists of multiple assignments, which include graded and nongraded (complete/incomplete) work:

- CITI Human Subjects & Common Courses;
- Draft Interview Questions;
- Peer Review;
- Transcriptions;
- Draft Ethnographic Vignette; and
- Final Ethnographic Narrative.

In addition to content, a portion of your written work will be based on grammar and writing mechanics. This includes: spelling, punctuation, paragraphing, word choice, proper citations, and more. The Writing Center offers a variety of services to support student writing, and I strongly encourage each of you to take advantage of this (free!) resource. Visit the Writing Center website (**https://www.usm.edu/writing-center/index.php (https://www.usm.edu/writing-center/index.php)**) to schedule an online appointment or view available services.

Late and Missing Work Policy

Unless otherwise specified (via the **Announcements** page or by **email**), all assignments are due on the date listed on the course Canvas. Since a significant portion of your grade is associated our collaborative ethnographic interview, it is your responsibility to communicate with the instructor (as well as group members for some assignments) regarding any personal circumstances that might impact your individual effort or contributions.

Late work may be accepted on a case-by-case basis at the instructor's discretion. Although present circumstances due to COVID-19 prevent the application of a broad or generalized late work policy, some **important considerations** include:

- **Communication: Inform the instructor as soon as possible if you cannot complete any assignment on time. Although I cannot promise that I will allow an extension for all circumstances, I will do my best to work with you and your group members so that you can complete your work in a timely fashion.**

- **Honesty:** Life happens, and sometimes the unexpected occurs. If you were unable to submit an assignment by the due date for unanticipated reasons, please email me and your team lead(s) as soon as possible so that we can make a plan to make-up missed work. *Please note:* Not all unanticipated events are weighed equally, particularly for group activities that take place outside of

regular class meetings and/or include research participants. Be prepared to provide documentation or some form of verification to excuse missed research activities. (See *Excused Absences,* above.)

All missed assignments will receive an automatic grade of "0" after two weeks, with the exception of the Final Ethnographic Narrative, in which an automatic grade of "0" will be assigned at the end of the Final Exam Period on May 12.

Once again, the best thing you can do is to be in contact with me and your team lead(s) about what's going on and your situation so that we can avoid any drastic steps and effectively plan for making up any late or missing work.

Community Learning Guidelines

ANT 429 is a designated **service-learning** course that blends **in-person** instruction with **independent data collection and community-service learning** that takes place outside of regularly scheduled class meetings.

Online Learning Platform

Canvas

The course **Canvas** will be your central hub where you can access course content, make office hours appointments, find class announcements, and submit all graded assignments and project deliverables. You should check the ANT 429 Canvas at least once per day, Monday-Friday.

USM Email

I will use Canvas **Announcements** to make any course announcements. Be sure to check both Canvas daily (Monday-Friday) to make sure that you are up-to-date on assignments and your group projects.

For **individual communication**, however, I will use **email** as the primary means of communicating with you. **You must check your USM student email account at least once a day, Monday through Friday, for the duration of the spring semester.** I understand that email inboxes can quickly become overwhelming and stressful, and that many of us are experiencing major email fatigue, however it is vital that you stay on top of these messages so that we can keep the course and your team projects running smoothly.

Struggling with managing your student email inbox? The following link describes several tips and tricks you might find useful: **https://thriveglobal.com/stories/avoiding-email-overload-during-freshman-year-of-college (https://thriveglobal.com/stories/avoiding-email-overload-during-freshman-year-of-college/)**

In addition to office hours, email (or direct messages via Canvas) is the best method for getting in touch with me. Please keep in mind that emails sent in relation to this course are professional communications. Emails should include a salutary address, be grammatically correct and without typos, are professional in tone and signed at the end. You can expect a response to your email *within 24 hours* (Monday through Friday), or *48 hours* (weekends). Please be patient, and do not resend an email until that timeframe has passed.

Technical Difficulties

USM's online learning platform is hosted by Canvas, and may incorporate other online materials (e.g. prerecorded multimedia and open educational resources). Computer failure or problems with internet access are not considered valid excuses for not completing coursework, so be sure to have a backup plan in place so that you can still complete your work on time even if you run into technical problems.

For technical assistance with Canvas, visit the **Help & Resources** link, which is located at the bottom of the furthest left-hand navigation bar on Canvas. If you cannot find the solution to your problem or would like to chat with someone, you can call the **Canvas Support Hotline** at +1-844-880-9815 or **USM iTech** at 601-266-4357 (**https://www.usm.edu/itech/how-do-i.php (https://www.usm.edu/itech/how-do-i.php)**). In the unlikely event of an unplanned Canvas outage, faculty and staff will be informed so that they can make reasonable adjustments to the course schedule and assignment deadlines.

Grading & Assessment

Grade Breakdown & Scaling

Engagement, *25% of total*		
Attendance (out of 10 points)	Ongoing assessment	-2 points for each **unexcused** absence; an automatic grade of "0" for 6 or more unexcused absences. *(See policies regarding Community Service-Learning hours above.)*
Participation	Ongoing assessment	Evaluated based in-class engagement and individual contributions to the collaborative ethnographic interview tool.
Professionalization Portfolio, *15% of total*. Ongoing assessment, various assignments. See weekly Modules and the associated assignment page for additional details.		
Reflection Journal, *25% of total.* Includes 10 blog entries, most due at 11:59 p.m. on Friday of the assigned week. **Double-check due dates, as some reflections are due Sundays instead!** See weekly Modules and the associated assignment page for additional details.		
Ethnographic Interview, 35*% of total.* Includes collaborative and individual assessment.		
Draft Interview Questions	10 points	**Due February 16**
CITI Human Subjects & Common Courses	10 points	**Due February 20**
Peer Review Worksheet (group)	10 points	**Due March 4**
Transcription I	10 points	**Due March 6**
Transcription II	10 points	**Due April 10**

Draft Ethnographic Vignette	10 points	**Due April 24**
Final Ethnographic Narrative	50 points	**Due May 10**

A	93 – 100%	*Exceeds all expectations*
A-	90 – 92%	
B+	87 – 89%	
B	83 – 86%	*Above average*
B-	80 – 82%	
C+	77 – 79%	
C	73 – 76%	*Average*
C-	70 – 72%	
D+	67 – 69%	
D	63 – 66%	*Below average*
D-	60 – 62%	
F	<59%	*Failing & Incomplete*

Grading Philosophy

The grading model used in this course emphasizes **point accumulation**. This means that each graded assignment starts at zero (0) points, with points earned based on students' work effort and quality. This model stresses student achievements over simple point deductions (i.e., *why did I lose points there?*) and encourages substantive, creative, and personal engagement with class and lecture materials.

(*Please note:* You will receive an "interim grade" at the six-week point that will give you an idea of your performance *at that point* in the semester.)

Grade Appeals Policy

Evaluation and grades can be stressful, and that is especially true when you are disappointed or confused with the grade you earned on an assignment or exam. However, if you believe that an error or miscalculation was made and would like to appeal an earned grade, please adhere to the following guidelines:

1. **Wait (at least) 24 hours.** An unexpected grade can be difficult to process and will likely prompt an emotional response. As such, I ask that you wait a minimum of 24 hours before contacting us with regards to an earned grade. Give yourself the time and distance to more objectively revisit the examination or assignment so that you are better prepared to do better in the future.

2. **Write down your specific question or concern.** Was a numerical value improperly inputted? Or, is it another issue? To err is to human, and I will correct any miscalculated or inaccurate grades as soon as possible.

   If you would like further clarification on an assignment, I am glad to provide that. However, you are given ample time to ask questions about all required assignments before the due date. You should seek clarification on any questions you have prior to submitting an assignment, rather than after it has been graded.

3. **Contact me to request an appointment.** Unless the issue is entirely technical (e.g., the wrong numerical value was inputted), you must meet with me to discuss your earned grade. Please note that these meetings will be focused on (a) clarifying any

misunderstandings, (b) reflecting on how you prepared for assignment, and (c) strategizing for improved performance on future evaluated work.

4. **No haggling, harassment, or threatening language will be tolerated.** If you are not able to calmly discuss your earned grade or refuse to accept our explanation for why you received the grade that you earned, then we reserve the right to end the meeting and refuse future requests to discuss the evaluation in question. Furthermore, unless otherwise stated there are no extra credit opportunities available in ANT 429, so please do not ask.

For more tips, tricks, and strategies on how to effectively handle a disappointing grade, please visit the following web resource: **https://www.wikihow.com/Deal-With-a-Bad-Grade (https://www.wikihow.com/Deal-With-a-Bad-Grade)** .

Last, please consult the **USM Grade Review Policy** and **Grievance and Appeals Procedures** for any issue or concern that you feel has not been resolved after completing the aforementioned steps: **http://catalog.usm.edu/content.php?catoid=13&navoid=793#Grade_Review_Policy (http://catalog.usm.edu/content.php?catoid=13&navoid=793#Grade_Review_Policy)**

Copyright Statement

Any lectures or course materials, including PowerPoint presentations, tests, outlines, syllabus, handouts, recordings of lectures, and similar materials that I have authored, are protected by copyright. I am the exclusive owner of those materials I create, and no one but me can edit them, give them to others, post them online, or copy them to distribute in any way. You may take notes and make copies of course materials for your own personal use, and you and other students in the class may share notes and materials when studying. With the exception of lecture notes, any sharing of course materials cannot be done unless you have my permission in writing, whether you are paid for the materials or not. Similarly, I will not share anything you submit to me unless I have your written permission. If you upload any materials that I have authored or created from this class to any website or give them to anyone, this act is a violation of copyright and is considered academic misconduct. If you do that, you will be subject to the penalties outlined in the University's Academic Integrity Policy. If you have any questions at all about copyright or academic integrity, please let me know.

(Language modified from: **https://www.usm.edu/faculty-development/_files/syllabus_template_july_2020.doc (https://www.usm.edu/faculty-development/_files/syllabus_template_july_2020.doc)**)

Academic Integrity

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: **https://www.usm.edu/advisement-center/academic-integrity.php (https://www.usm.edu/advisement-center/academic-integrity.php)** Note that repeated acts of academic misconduct will lead to expulsion from the University.

Additional Information and Resources

Resources for Students with Disabilities

If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3302 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu (mailto:oda@usm.edu) .

Land and Labor Acknowledgment

It is important that I acknowledge and honor the land and labor of those who came before us, which allows us to learn as a Southern Miss community. I respectfully acknowledge the Mississippi Band of the Choctaw Nation who once occupied the land, now considered Mississippi. I aspire to honor and respect the Indigenous peoples who European colonizers forcibly removed from this territory, yet the Choctaw Nation remain connected to this land and continue to thrive nearby. I also own my part in the Choctaw Nation's continued displacement by incorporating Indigenous knowledge in my work and working to establish meaningful connections with Indigenous peoples and communities.

Also, I want to respectfully acknowledge the enslaved peoples, primarily of African descent, who provided exploited labor to build and maintain many higher education institutions. I am indebted to their labor and to the labor of many who continue to work in the shadows for our collective benefit. I implore us as higher education scholars and practitioners to continue to remember and honor those whose land we occupy and whose labor we benefit from throughout the semester.

Statements on Inclusivity & Mental Wellbeing

Inclusion & Diversity

My approach to teaching and instruction is deeply influenced by my own experiences as a first-generation, low-income (FLI) student. To that end, I acknowledge and recognize the diversity of voices, identities, and histories each of us brings to this course. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any aspect of this course conflicts with any religious observances, please let me know so that we can make arrangements for you.

(Language adapted from: https://www.cmu.edu/teaching/designteach/syllabus/newcourse/coursepoliciesandstatements.html (https://www.cmu.edu/teaching/designteach/syllabus/newcourse/coursepoliciesandstatements.html))

I will do my best to support an inclusive and supportive learning experience in which everyone feels welcome to explore course topics in relation to their own experiences. While honest inquiry and spirited debate is welcome, personal attacks, bigotry, and/or hate speech will not be tolerated and will be reported to the Dean of Students. If you have any questions or concerns regarding this policy, please feel free to email me at **allison.formanack@usm.edu** (mailto:allison.formanack@usm.edu) . You can also visit the following web resource for additional information on USM Student Code of Conduct policies: **https://www.usm.edu/student-affairs/division-policies.php** (https://www.usm.edu/student-affairs/division-policies.php)

Resource developed, framed, and hosted by the LSA Inclusive Teaching Initiative, University of Michigan (http://sites.lsa.umich.edu/inclusive-teaching/ (http://sites.lsa.umich.edu/inclusive-teaching/)).

Nondiscrimination Statement

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

(Language adapted from: https://www.usm.edu/faculty-development/syllabi-guidelines.php (https://www.usm.edu/faculty-development/syllabi-guidelines.php))

Statement on Mental Wellbeing

Your personal health and wellbeing matters to me as much as your academic success. If you or anyone you know is experiencing any academic stress, difficult life events, relationship problems, difficulty concentrating, alcohol/drug problems, or feelings like anxiety or depression, I strongly encourage you to seek support.

Student Counseling Services is here to help: call 601-266-4829 and visit their website at www.usm.edu/student-counseling-services. All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601.606.HELP (4357).

(Language modified from: https://www.cmu.edu/teaching/designteach/syllabus/newcourse/coursepoliciesandstatements.html (https://www.cmu.edu/teaching/designteach/syllabus/newcourse/coursepoliciesandstatements.html))

Food Insecurity & Student Homelessness Statement

The University of Southern Mississippi recognizes that students and staff members may experience challenges beyond their control that impact their ability to take care of their essential needs, such as having food or a safe place to sleep. If you find yourself in need of food or shelter, please consider contacting the Eagle's Nest Food Pantry on the Hattiesburg campus at 601-266-4025 or **eaglesnest@usm.edu** (mailto:eaglesnest@usm.edu) . All students, faculty, and staff are welcome to come to the Eagle's Nest Food Pantry and utilize the available resources free of charge.

Confidentiality & Mandatory Reporting

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM's campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at **https://www.usm.edu/sexual-misconduct** (https://www.usm.edu/sexual-misconduct) .

(Language modified from: Language from: https://www.usm.edu/faculty-development/syllabi-guidelines.php (https://www.usm.edu/faculty-development/syllabi-guidelines.php))

Course Summary:

Date	Details	Due
Fri Jan 28, 2022	Reflection #1 (Week 2) (https://usm.instructure.com/courses/72201/assignments/764053)	due by 11:59pm
Sun Feb 6, 2022	Reflection #2 (Week 3) (https://usm.instructure.com/courses/72201/assignments/764075)	due by 11:59pm
Wed Feb 9, 2022	Career Mapping (https://usm.instructure.com/courses/72201/assignments/764539)	due by 10am
Fri Feb 11, 2022	Reflection #3 (Week 4) (https://usm.instructure.com/courses/72201/assignments/764092)	due by 11:59pm
Wed Feb 16, 2022	Draft Interview Questions (https://usm.instructure.com/courses/72201/assignments/768652)	due by 10am
Sun Feb 20, 2022	CITI Human Subjects & Common Courses (https://usm.instructure.com/courses/72201/assignments/764100)	due by 11:59pm
Sun Feb 27, 2022	Reflection #4 (Week 6) (https://usm.instructure.com/courses/72201/assignments/764107)	due by 11:59pm
Thu Mar 3, 2022	Peer Review Worksheet (https://usm.instructure.com/courses/72201/assignments/768654)	due by 11:59pm
Sun Mar 6, 2022	Reflection #4 (Week 6) (https://usm.instructure.com/courses/72201/assignments/764107) (4 students)	due by 11:59pm
	Transcription I (https://usm.instructure.com/courses/72201/assignments/768678)	due by 11:59pm
Fri Mar 18, 2022	Reflection #5 (Week 8) (https://usm.instructure.com/courses/72201/assignments/764724)	due by 11:59pm
Wed Mar 23, 2022	Writing Samples (https://usm.instructure.com/courses/72201/assignments/764856)	due by 11:59pm
Sun Mar 27, 2022	Reflection #6 (Week 10) (https://usm.instructure.com/courses/72201/assignments/764736)	due by 11:59pm
Wed Mar 30, 2022	Social Media (https://usm.instructure.com/courses/72201/assignments/764734)	due by 10am
Sun Apr 3, 2022	Reflection #6 (Week 10) (https://usm.instructure.com/courses/72201/assignments/764736) (1 student)	due by 11:59pm
Wed Apr 6, 2022	Resume (https://usm.instructure.com/courses/72201/assignments/764732)	due by 10am
	Cover Letter (https://usm.instructure.com/courses/72201/assignments/764848)	due by 11:59pm

Date	Details	Due
Sun Apr 10, 2022	Reflection #7 (Week 12) (https://usm.instructure.com/courses/72201/assignments/764814)	due by 11:59pm
	Transcription II (https://usm.instructure.com/courses/72201/assignments/777993)	due by 11:59pm
Fri Apr 29, 2022	Reflection #8 (Week 15) (https://usm.instructure.com/courses/72201/assignments/764833)	due by 11:59pm
Wed May 4, 2022	In-Class Final Project Workshop (https://usm.instructure.com/courses/72201/assignments/794931)	due by 11:59pm
Fri May 6, 2022	Attendance (https://usm.instructure.com/courses/72201/assignments/768307)	due by 11:59pm
	Community Service-Learning (https://usm.instructure.com/courses/72201/assignments/768609)	due by 11:59pm
	Participation (https://usm.instructure.com/courses/72201/assignments/768754)	due by 11:59pm
	Reflection #9 (Week 16) (https://usm.instructure.com/courses/72201/assignments/764854)	due by 11:59pm
Wed May 11, 2022	Final Ethnographic Narrative (https://usm.instructure.com/courses/72201/assignments/768699)	due by 11:59pm
Thu May 12, 2022	Final Ethnographic Narrative (https://usm.instructure.com/courses/72201/assignments/768699) (2 students)	due by 11:59pm
	Roll Call Attendance (https://usm.instructure.com/courses/72201/assignments/772345)	